



PERSONAL BOUNDARIES AND PSYCHOLOGICAL WELLNESS OF CAPIZ COMMERCIAL SCHOOL STUDENTS

Late, Rosemarie¹, Siglos, Caressa Lynn², Ciudadano, Emmylou³

¹School of Graduate Studies-Colegio de la Purisima Concepcion, rosemarielate789@gmail.com

²Capiz State University-Roxas City Main Campus, clasiglos@capsu.edu.ph

³School of the Graduate Studies-Colegio de la Purisima Cocepcion, sgs@purisima.edu.ph

ABSTRACT

This study aimed to assess the degree of personal boundaries and the level of wellness among students of Capiz Commercial School. A sample of 159 students from intermediate, junior high, and senior high schools was randomly selected as respondents for the study. The researcher collected the data from randomly selected respondents using a validated and reliability-tested research-made questionnaire. The data were analyzed and interpreted using statistical tools such as frequency count, percentage, mean, t-test, f-test, Analysis of Variance, and Pearson-r. The study found moderate personal boundaries in students, showing that they spend time with others without being overly dependent or isolated. The subscale psychological boundaries were high, indicating that respondents have strong emotional independence. The moderate physical boundaries indicate that the students are comfortable initiating physical contact and obtaining permission from others to do so. High mental health was reported. Self- and social-relationships were also good. When considering sex, age, grade level, and family income, personal boundaries varied significantly. Family income alone considerably influenced the level of psychological wellness. Finally, there was no significant relationship between students' personal boundaries and psychological wellness, indicating that it is unlikely to impact them. Nevertheless, it is imperative to acknowledge the limitations of the research, acknowledge individual differences, and acknowledge that the absence of a statistical relationship does not diminish the significance of personal boundaries in individual cases.

Keywords: *Personal Boundaries, Physical Boundary, Psychological Boundary, Psychological Wellness.*

1. Introduction

Being aware of and considerate of one's own boundaries is of the utmost importance in today's fast-paced culture.

The comprehension and maintenance of appropriate personal boundaries contribute to individuals' enhanced efficacy in their daily interactions and personal connections with both peers and adults, hence ensuring their safety (Ghaemmaghamy, 2023).

Practicing personal space awareness can help create an environment that is more welcoming and courteous of all individuals. Students should understand that everyone has the right to privacy and that their boundaries should be acknowledged, and that it is crucial for them to be conscious of their own and others' boundaries. Recognizing and honoring our own unique needs while also exhibiting respect and comprehension for the needs

of others is an essential component of setting boundaries. The development of increased empathy and self-awareness in children is an essential component that must be prioritized in order to accomplish this goal (Ehmke, 2017).

According to Holt et al, (2014) in their study from the *Journal on Neuroscience*, the way in which students perceive their own personal limits as well as the personal boundaries of others around them might have an effect on their overall wellness. When it comes to the capacity to continue existing, the ability to accurately evaluate the environment is of utmost significance.

According to Amanda Erickson's 2017 study on how people see personal boundaries, there is a lot of variation in personal space that is caused by culture differences and personal preferences. There are often big differences in preferences between countries. There are a lot of similarities between American customs and those found in northern and central Europe, like in Germany, Scandinavia, and the UK. Traditional ways of greeting people in both Europe and the US require very little physical touch. The handshake is the most common way to say hello. When it comes to proxemics, one big cultural difference is that people in the US tend to keep more space between themselves and others (4 feet or 1.2 meters) than people in Europe (2 to 3 feet or 0.6 to 0.9 meters). As far back as the Roman Empire, personal space and the line between public and private areas have changed over the course of European culture history (Erickson, 2017).

In *The Asian Journal: The Filipino-American Community Newspaper*, Villalon says, "Filipinos are spaceless...", "Filipinos consider space limitless." Villalon described a vigorous online conversation among social scientists, architects, and history buffs. Traditional Filipino homes have no room limits, explains Villalon. The traditional "bahay kubo" (nipa hut) interior serves as a welcome space, sleeping quarters, kitchen, eating area, and chapel, adapting to daytime activities. Nighttime families sleep on mats in the living room, Villalon says. One family bedroom is frequent in households with separate sleeping quarters.³ In "The Problems of Proxemics," Morrison and Conaway (2004) effectively combine the concepts: "Growing up in crowded environments makes you afraid to be alone in public. Filipinos unconsciously fail to recognize that every area is inherently shared. The Filipino mentality is slowly but surely being ingrained with the practice of invading other people's personal space, often without anybody's knowledge or consent (Almodiente et al., 2019).

As children grow older, they must acquire the ability to establish boundaries for themselves and to respect those of others. As a guidance coordinator at Capiz Commercial School, the researcher observed that the majority of the cases encountered among clients were related to the issues of students with their classmates, which infringed on either their physical or emotional boundaries. Furthermore, the researcher observed the psychological impacts of these behaviors. This study intends to determine the relationship between students' personal boundaries and their psychological well-being. The following questions are addressed: (1) What is the degree of personal boundaries of students as a whole and in terms of physical and psychological boundaries? (2) What is the level of psychological wellness of students as a whole and in terms of positive relationship with self and with others? (3) Is there a significant difference in the degree of personal boundaries of the students when grouped according to sex, age, grade level, and family income? (4) Is there a significant difference in the level of psychological wellness of students when grouped according to sex, age, grade level, and family income? (5) Is there a significant relationship between the degree of personal boundaries and the level of psychological wellness of the students? Also, this research's findings may be implemented to develop assessments and surveys that can promptly identify and resolve challenges. Ultimately, the findings of this study may be employed to create a program that is specifically designed to educate and raise awareness among students regarding personal boundaries.

LITERATURE REVIEW

Personal Boundaries. Personal boundaries are essential for maintaining healthy relationships and avoiding repercussions when they are crossed. These boundaries establish the fundamental principles of how we should be treated. It is our responsibility to teach others about our boundaries for our physical and emotional well-being. By setting boundaries, we establish the acceptable behavior of others and how to respond to strange feelings. It is crucial to pay attention to our feelings and believe they are real. Setting limits requires practice, including

selecting acceptable behavior and reacting to those going beyond them. The ultimate goal is to establish mutually respectful, acceptable, and loving relationships by establishing clear boundaries (Visaya, 2023).

Sometimes, when you hear the word "boundaries," mental images of physical barriers that separate you from others may come to mind. Yes, to a certain degree, it is correct. In truth, boundaries aren't necessarily bad things. To be more precise, they are an integral aspect of harmonious partnerships. They are also crucial to your bodily health, psychological wellness, and identity preservation, though to varying degrees. In the realm of physical activities, there are certain activities that could be termed boundaries, the foundation lies on comprehending the distinction between robust and detrimental limits (Reid, 2023).

Since the 20th century, a great deal of studies has been conducted on the idea of personal boundaries. To have total autonomy over one's life is one of the most significant objectives that individuals strive to accomplish. People do not know what limits are while they are young, and as they become older, they gradually come to grasp many various types of limitations. The subject of personal limits has received a great deal of interest recently and is the subject of several studies at the moment. The concept of personal autonomy has been the subject of research by many prominent psychologists like Volcova and Fialkina (2022).

In accordance with Martirosyan (2013) contentions, personal boundaries are defined as the boundaries that serve to differentiate the inner world, or the personal self of an individual, from the external world. On the other hand, psychological boundaries are defined differently in the fields of philosophy and psychology. Consequently, it is possible to fulfill the requirements for things such as personal psychological space, spiritual self-boundaries, personal space, and contact boundaries. In the paper, all of them are deemed to have the same meaning; therefore there is no need to go into great detail about them.

Healthy boundaries are the limitations and rules that we establish for ourselves in relation to others and our surroundings. These boundaries determine acceptable and unacceptable conduct, thoughts, attitudes, and actions. Essentially, they function as a type of self-respect and self-care, thereby protecting our bodily and emotional well-being. Healthy boundaries, for example, may entail establishing limitations on how much time we spend with specific individuals, what type of behavior we will tolerate from others, and what we are ready to do for others without sacrificing our own needs. They can also involve physical limits, such as selecting how close we allow individuals to approach us or what type of contact we prefer. In general, strong boundaries are critical for maintaining healthy relationships, lowering stress, and improving general well-being. Clear boundaries allow us to better communicate our requirements, set appropriate limitations, and protect ourselves from hazardous or depleting situations. Taking responsibility for our limits can boost our sense of control, empowerment, and self-esteem (Jensen, 2023).

Psychological Wellness. Psychological well-being is a dynamic state characterized by a reasonable amount of harmony between individuals' talents, desires and expectations, and environmental demands and opportunities. In the literature of psychology, the concept of "well-being" is used as a general mental health term, which is grouped into two, as subjective well-being and psychological well-being. Subjective well-being can be described as being happy, relaxed, and the relative absence of problems, while psychological well-being can be described as taking up challenges, and making efforts to develop and grow personally. The purpose of life, the awareness of one's own potential and the quality of interpersonal relations are involved in psychological well-being (Levi, 2017).

Age, life experiences, emotional intelligence, and personality qualities affect psychological well-being. Education positively correlates with psychological well-being, suggesting personal progress and purpose. Age was positively correlated with psychological well-being, probably due to social adaption. Interactions with the environment and life's obstacles shape psychological well-being. Promoting mental health entails recognizing factors that affect it. The study indicated that the Psychological Well-Being Scale and EDATVA autonomy characteristics are significantly related. Autonomy aspects correlated positively with context comprehension and idea defense. Older people scored better on psychological well-being and autonomy characteristics, according to

the research. The sociopolitical involvement results were insignificant. Psychological well-being and autonomy study should examine varied age groups, issues, countries, and circumstances. Cognitive obstacles, social adaptations, and financial pressures can make school life confusing and stressful. As a college student, moving from a rural region to a foreign culture may need adaptations. Some must work part-time to pay for education. Thus, lifestyle and stress management have changed dramatically. In school, peer pressure and academic demands are excessive (Romero, 2020).

The current research shows that international and local literature examine student individual boundaries similarly. Both sources focus on students' physical and emotional boundaries and psychological well-being. However, due to the research participants' unique characteristics, the current study did not address several elements described in worldwide and local literature. This research differs from worldwide and local literatures in participant selection. Additionally, the tools and local environment of the current study vary. The relevant research show that personal boundaries are crucial to the psychological well-being of struggling students. Although many students understand personal boundaries and psychological wellness, they tend to give these areas of their lives little thought. As a result, there is a plan to conduct additional research on the personal boundaries and wellness of students in school organizations.

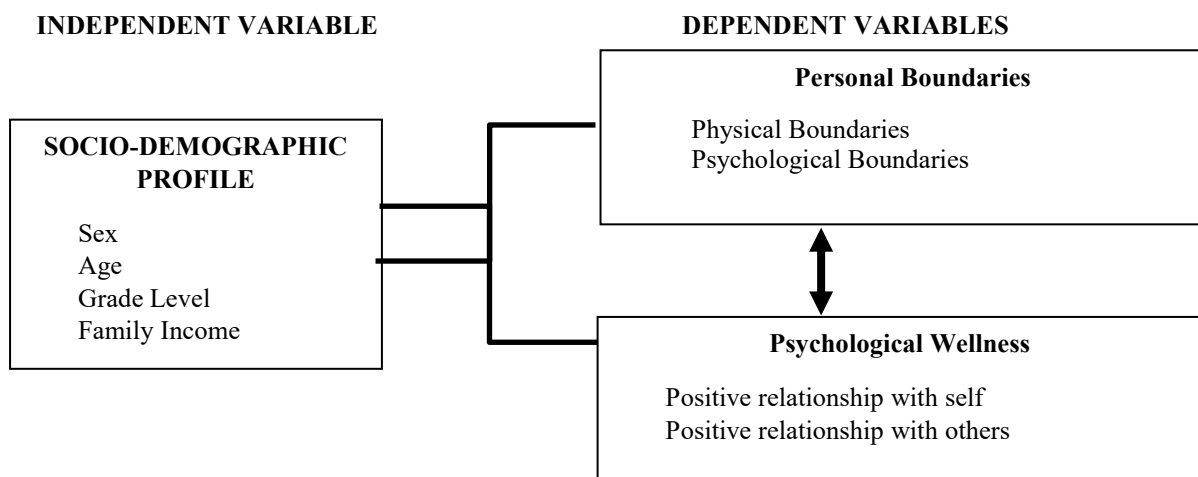


Figure 1. Schematic Diagram

2. Method

Research Design

For the design of this study, the researcher used the descriptive-correlational research design and utilized quantitative data.

Research Participants and Sampling Procedure

The research participants in this study were intermediate, junior and senior high school students enrolled during the school year 2023-2024 at Capiz Commercial School. In selecting the participants of the study, stratified random sampling was utilized and participants were categorized according to their grade levels. A sample of 159 students participated, and was comprised of seventy-eight (78) intermediate students from grades 4, 5, and 6; seventy-two (72) junior high school students which includes grades 7, 8, 9, and 10; and nine (9) from senior high school which includes grades 11 and 12. To ensure a sample that would generate a more precise confidence, the survey's margin of error was set at 3 percent (3%), and sampling was done using a formula by Slovin (1960).

Research Instrument Used

The instrument used in this study was a researcher-made questionnaire with items on personal boundaries, and psychological wellness. Parents' consent and the students' assent were secured and documented prior to data gathering. The parent or legal guardian of the participants, who are individuals under the age of majority, were presented with and asked to sign the parental permission form. The questionnaire was validated by a panel of experts and was pilot-tested among 30 respondents, resulting in a Cronbach's alpha value of 0.864 and was said to be reliable.

The researcher acquired parental consent, elucidated the objective, and addressed the confidentiality of the gathered and appended data. In order to guarantee the target respondents' right to participate in the study—since they are minors—the researchers used an assent form and parental consent signed by the respondents' parents and guardians.

The final research instrument was made up of three (3) parts:

Part I. General information, which contained questions regarding the respondents' socio-demographic profile, such as age, sex, grade level, and family income. Respondents had the option to provide their names, but their addresses were not reflected on the questionnaire in order to ensure the confidentiality of the responses, as mandated by Republic Act 10173, also known as the Data Privacy Act of 2012.

Part II. Personal Boundaries Questionnaire, which contained questions describing the degree of personal boundaries on two areas: physical boundaries and psychological boundaries.

Part III. Psychological Wellness of Students, which contained questions that asked participants to describe their level of psychological wellness in terms of their positive relationships with themselves, and positive relationships with others. As such, the research instrument consisted of a total of sixty (60) items clustered into four (4) sub-components, with five response options which were as follows: (5)–Very high, (4)–High, (3)–Moderate, (2)–Low, (1)–Absent.

Data Gathering Procedure

A letter of permission, a sample of parents' consent, and a questionnaire were sent to the principal for approval of the conduct of the study. The researcher thoroughly prepared and personally delivered the questionnaire to each respondent after receiving the authorization letter, parental approval, and assent form. All respondents received copies of the validated instrument and were assured of confidentiality. After completing the questions, every individual was given a gesture of appreciation in the form of a pen and correction tape, and the testing was conducted according to minimum health standards.

The questionnaires were gathered afterwards and all responses were consolidated, secured, and stored in both online and offline locked and password-protected storage. The digital data were subsequently transmitted to the statistician for analysis utilizing the Special Packages of Social Science (SPSS) procedure. The data gathering procedure was carried out for a duration of twelve (12) days, beginning on November 13, 2023 until November 28, 2023.

Data Analysis and Interpretation Procedure

To measure and analyze the data for the socio-demographic profile of the respondents in terms of sex, age, department affiliation and length of service, frequency, percentage, and weighted mean were used. To answer the questions regarding the degree of personal boundaries and psychological wellness of Capiz Commercial School Students in question numbers 1 and 2, the weighted mean, and grand mean were used. To determine the

significant difference in the degree of personal boundaries and psychological wellness of participants based on socio-demographic profile, the t-Test, f-Test and Scheffe' were used for questions 3 and 4.

To determine if there was a significant relationship between degree personal boundaries and psychological wellness among participants, Pearson r was used. A significance level of 0.05 was applied to all inferential statistics and statistical data, and the computer-processed program upgraded to the most recent version of Statistical Package for the Social Sciences.

3. Results and Discussion

Degree of Personal Boundaries as a Whole

The results showed that the overall grand mean of the respondents' perception of the degree of personal boundaries when taken as a whole was "Moderate" with a mean of 3.40. The data also reveals that participants reported a "High" degree of psychological boundaries, with a mean of 3.44. On the other hand, participants reported a "Moderate" degree of physical boundaries with a mean of 3.35.

Table 1. Degree of personal boundaries of students as a whole.

Components	Mean	Interpretation
Psychological Boundaries	3.44	High
Physical Boundaries	3.35	Moderate
Grand Mean	3.40	Moderate

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Moderate; 1.81-2.60 = Low; 1.00-1.80 = Absent

NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

The grand mean of respondents' perception of persona boundaries was "Moderate" (Mean: 3.40), indicating that students with moderate personal boundaries can interact socially without being overly dependent or isolated. They may connect with people while remaining independent. These pupils probably have good relationships where they respect others' limits and expect the same. They may be open and provide information while respecting their privacy. People with high personal boundaries may have trouble trusting others. A guarded approach to relationships and reluctance to emotionally open up may ensue. When they have low personal boundaries, people may struggle to assert themselves, clarify their needs, and set limitations. This can cause feelings of being overwhelmed, worried, or taken advantage of in various contexts. Low personal boundaries can lead to difficulty expressing "no," excessive people-pleasing, and tolerating uncomfortable activities.

According to Nash (2018), setting boundaries is essential for defining expectations for a variety of interactions, which are influenced by many different factors, including social, psychological, and cultural aspects. They define what constitutes appropriate physical intimacy in public contexts as well as personal space, which can be either physical or interpersonal. They also explain what constitutes personal space. When it comes to personal development, it is absolutely necessary to maintain healthy boundaries in each of the seven areas.

Level of Psychological Wellness of Students

Overall, the respondents exhibited a high level of psychological wellness, as indicated by a grand mean of 3.75. More precisely, respondents evaluated the level of positive relationship with oneself as significantly high in terms of verbal interpretation, with a mean score of 3.67. Similarly, the positive relationship with others was also regarded as significantly high in verbal interpretation, with an average score of 3.83.

Table 2. De Level of Psychological wellness of Students

Indicators	Mean	Interpretation
Positive Relationship with Others	3.83	High
Positive Relationship with Self	3.67	High
Grand Mean	3.75	High

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Moderate; 1.81-2.60 = Low; 1.00-1.80 = Absent
 NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

Overall, the respondents exhibited a high level of psychological wellness, as indicated by a grand mean of 3.75. More precisely, in the subscale of positive relationships with themselves, respondents scored significantly high, with a mean score of 3.67. Similarly, on the subscale of positive relationships with others, respondents scored significantly high, with an average score of 3.83. This suggests that the participants still maintain strong relationships with their diverse group of friends, family members, and other classmates. All of these things encompass the capacity for deep empathy, affection, and closeness; a recognition of the mutual aspect of relationships; interactions with others that are kind, fulfilling, and based on trust; and concern for the welfare of others.

This is reinforced by Seligman (2011), who states that increasing various Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments (PERMA) elements can enhance well-being. Relationships, one of the five elements in PERMA are formed via closeness and connection with family, acquaintances, or workplace. These relationships are vital to an individual's well-being in numerous ways and are significant for the duration of their existence. Essential to building strong relationships is knowing how to navigate one's boundaries.

Difference in the Degree of Personal Boundaries of the student in Capiz Commercial School when Respondents are grouped according to the selected profiles.

Table 3. Differences in the degree of personal boundary of students and selected profiles.

Profile	f/t-Value	Significant Value	Probability
Sex	2.857	0.005	s.
Age	4.199	0.007	s.
Grade Level	4.454	0.013	s.
Family Income	3.276	0.040	s.

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Moderate; 1.81-2.60 = Low; 1.00-1.80 = Absent
 NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

Results showed that there is a significant difference in the degree of personal boundaries by the respondents when they are grouped according to age, sex, grade level, and family income. Thus, the null hypothesis which states that there is no significant difference in the degree of personal boundaries of Capiz Commercial School students when grouped according to sex, age, grade level, and family income is rejected.

The findings suggest that respondents' personal boundaries differ based on their gender. Female students exhibited a greater degree of personal boundaries than male students. The results also indicate that individuals' personal boundaries regarding age varied in intensity. Students aged 14–16 exhibited the highest degree of personal boundaries compared to other age groups. Students in grades 7-10 had a greater level of personal boundaries compared to students in grades 4-6. Students vary greatly in the extent to which they consider personal boundaries when considering family income. Post hoc analysis revealed that students from families with incomes of P61, 000 and above had a greater level of personal boundaries compared to students from families with incomes of P30, 000 and lower. Findings demonstrate that students from higher-income families are in a better position to set and stick to personal boundaries, since they have the financial means to live in separate rooms and are able to keep them neat and tidy. Some children from low-income families do not even have a room of their own, so they have to share with their siblings. This makes it very difficult for them to establish personal boundaries.

The Economics of Personal Space, a study conducted by Ibrahim Alloush in 2016, lends credence to the result. According to studies, a developing society can manage to have some personal space of its own. People are making the most of the opportunity to improve their personal space as a result of growing salaries and greater economic growth. With rising populations and stagnant wages, resource scarcity has become an increasingly pressing issue, even in even the most personal of circumstances.

Differences in the level of Psychological Wellness of Capiz Commercial School Students when grouped according to selected profiles

Table 4. Differences in the level of psychological wellness of students and selected profiles.

Profile	f/t-Value	Significant Value	Probability
Sex	0.179	0.858	NS
Age	1.701	0.169	NS
Grade Level	0.493	0.612	NS
Family Income	4.628	0.011	S

Legend: 4.21-5.00 = Very High; 3.41-4.20 = High; 2.61-3.40 = Moderate; 1.81-2.60 = Low; 1.00-1.80 = Absent
 NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

The result showed no significant difference in the level of psychological wellness when respondents are grouped according to sex, age and grade level. However, a significant difference existed when respondents were classified according to family income. When comparing mean variations in students' psychological wellness based on family income, results showed that students with family income of P30, 000 and below had higher level of psychological wellness than students with family income of P61, 000 and above. Thus, the null hypothesis that there is no significant difference in the level of psychological wellness when grouped according to sex, age, grade level, and family income is rejected. The data indicates that students from higher-income families often had lower levels of emotional wellbeing compared to those from lower-income families. Students can attain improved psychological wellness irrespective of their financial circumstances. Parents with higher earnings may have greater resources to provide for their children, but their demanding schedules sometimes hinder their ability to spend meaningful time with them. Conversely, families with low incomes have the ability to allocate more time of higher value to their children.

Additionally, the results are in direct opposition to the research conducted by Qi and Wu (2020). Their research demonstrated that family income had a substantial and positive impact on four of the six emotional well-being indicators of children. The emotional well-being of children was significantly enhanced as a result of an increase in household income, which resulted in a reduction in their rates of hopelessness, meaninglessness, and despair. Emotional disorders were more prevalent among children from low-income households. In comparison to children from more affluent households, they exhibit a higher prevalence of psychiatric disturbance symptoms, as well as an elevated risk of despair and maladaptive social functioning.

Relationship between the Degree of Personal Boundaries and the Level of Psychological Wellness of Students

Table 5. Relationship between the degree of personal boundaries and the level of psychological wellness of students.

Variable	N	Pearson's r	Significance Value	Probability
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Personal Boundaries		-0.039	0.622	NS
Psychological Wellness	159			

Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 = significant (s)

The data revealed no significant relationship ($r = -0.039$, sig value = 0.622 higher than 0.05) between psychological wellness and personal boundaries. As a result, the null hypothesis was accepted. The results imply that students' psychological wellness is not directly related to their personal boundaries. Suggesting the two factors are not substantially linked in the examined group. It is important to understand the research's limits, appreciate individual differences, and recognize that the absence of a statistical association does not negate personal boundaries in individual circumstances.

In contrast, according to Oswald (2023), it is important to establish firm boundaries to boost self-esteem and well-being. Self-esteem improves relationships. People have partners, spouses, children, friends, co-workers, neighbours, and acquaintances and various relationships vary in interactions, duties, and influences. However, it is important to set boundaries purposefully. Healthy boundaries help form and sustain healthy relationships and avoid unhealthy ones. Setting appropriate limits is important for health and relationships. Living within boundaries reduces stress and boosts life happiness, especially with personal and business duties.

4. Conclusion and Implications

Based on the findings of the study, the following conclusions and generalizations are drawn: Capiz Commercial School students slightly manifest personal boundaries. The level of psychological wellness of the students is regularly manifested. The personal boundaries of students vary when grouped according to selected profile. While psychological wellness of the students varies only when grouped according to their family income. It appears that there is no discernible correlation between students' levels of psychological wellness and their degree of personal boundaries. This suggests that the establishment of personal boundaries does not necessarily have a direct link on the psychological wellness of students in this particular context.

Based on the findings and conclusions of this study, the following recommendations are proposed: In order to help children better understand personal boundaries, especially those related to physical contact, the guidance office, along with the student affairs coordinator and teachers, may choose to provide seminars and educational resources that specifically address the need of maintaining limits. This will assist children in recognizing their safe surroundings and demonstrating reverence for others.

The office of guidance, in collaboration with the academic council, may organize a seminar and workshop for parents and students centered on the topic of personal boundaries. Parents have a crucial role as the main educators for their children, providing them with the chance to clearly communicate their limits and educate them on the significance of respecting personal boundaries. It is recommended to give higher importance on teaching personal boundaries to younger children and male students. The academic council and teachers may establish a program aimed at promoting activities and initiatives that foster healthy relationships among peers and oneself. To assist children in overcoming difficulties, it is advisable to consider implementing programs focused on stress management, resilience, and the development of coping skills.

The guidance personnel should ensure accessible counseling opportunities that incorporate specific issues or viewpoints and prioritize mental health, and promote emotional wellness with mindfulness, stress management, and mental health services. These can help improve students' skill in personal boundary management. Further research should investigate the factors that contribute to personal boundaries and psychological wellness among

students. It would be beneficial to examine additional variables that could influence boundaries and wellness, such as social support, academic stress, and extracurricular activities.

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